

Practice Presentation Proposal

2006 Annual Conference - Association of Leadership Educators, Inc.

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2.

Exploring the Use of Leadership Frameworks

3.

Practice

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As educators it is often challenging to find an effective way to discuss the nature of leadership and to teach leadership in community and organizational settings given the wide array of leadership beliefs and attitudes found in a room of participants. This presentation will provide an overview of a leadership education framework currently used by the University of Minnesota Extension Service, and will engage participants in a discussion to identify other leadership frameworks that have been successful and effective in designing and delivering community-based leadership education.

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Kim Boyce is a Regional Extension Educator with the University of Minnesota Extension Service specialized in Leadership and Civic Engagement. His current work focuses on leadership education and community facilitation, with particular emphasis on working with elected officials and organizations in the natural resources sector. His Extension career spans 17 years and includes 11 years of work as a County Extension Director in the Minneapolis-St. Paul metropolitan area. Prior to his employment with Extension he worked for 12 years as a Program Director and Branch Executive Director with the Metropolitan Minneapolis YMCA. He holds a M.A. in Education, as well as a Certificate in Drug and Alcohol Counseling from the University of Iowa, and a B.A. in Psychology from Concordia College, Moorhead, Minnesota. He has additional graduate coursework at the University of Minnesota in staff and organization development. In the 2004 general election he was elected by the citizens of Hennepin County to the Hennepin Conservation District where he currently serves as Chair.

Cindy Bigger is a Regional Extension Educator with the University of Minnesota Extension Service specialized in Leadership and Civic Engagement. She has worked for the Extension Service more than 20 years. Cindy's work focuses on leadership programs for adults, and organizations. She is a trained facilitator for the Myers Briggs Type Indicator and has been a consultant for various organizations including the YMCA of New York City, Merck Pharmaceutical, GlaxoSmithKline, the Joint Council of Extension Professionals, the American Dairy Association of Minnesota and fifteen Extension Services across the country. One of her passions is Minnesota Politics. Educating legislators about Extension programs and educating the public on how to build relationships with decision-makers is an important part of her Extension outreach. She holds an Associate of Applied Science from the University of MN – Crookston, a Bachelor of Science in Home Economics Education from North Dakota State University, and a Masters of Education from the University of Minnesota. She has also been a Public Policy Fellow at the Hubert H. Humphrey Institute of Public Affairs at the University of Minnesota.

Mike Liepold is a Regional Extension Educator with the University of Minnesota Extension Service specialized in Leadership and Civic Engagement. Mike has specialized in leadership education for nearly 20 years. His experiences include work as an Intern with the Vice President's Reinventing Government Group, the National Performance Review in Washington DC where he studied performance based management for local units of government. As part of his current Extension role, Mike manages the Minnesota Agriculture and Rural Leadership Program. MARL is a two-year, statewide cohort leadership program offered through a partnership between Southwest Minnesota State University and the University of Minnesota Extension Service. He holds a Bachelor of Science in Ag Education from South Dakota State University, and a Master of Science in Education from the University of Minnesota.

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Introduction

As educators it is often challenging to find an effective way to discuss the nature of leadership and to teach leadership in community and organizational settings given the wide array of leadership beliefs and attitudes found in a room of participants. On a daily basis, members of communities and organizations encounter a variety of leader's behaviors and leadership styles. Leadership looks and feels very different, depending on the situation. Sometimes leadership is

very formal, other times it is informal. Sometimes leadership is very directive and autocratic, other times it is very non-directive and open. Sometimes leadership appears to be very public, bold and obvious. Other times leadership appears to be very calm, quiet and filled with humility. Given these widely different life encounters with leadership behaviors, participants bring great diversity of opinions and beliefs regarding leadership to educational settings.

In an attempt to provide a more consistent method of respectfully engaging community members in leadership discussions, the faculty and staff of the University of Minnesota Extension Service decided to adopt the use of a comprehensive leadership framework to assist in the development and delivery of leadership education programs and materials. The informal use of the framework began over a decade ago, with a more formal adoption occurring in 2003. This session will introduce the framework, review outcomes from the use of the framework and engage session participants in a discussion to explore the Terry framework as well as other leadership frameworks that participants are using.

Learning Objectives

At the conclusion of this session the participant (learner) will be able to:

- Identify the six components of the leadership framework as noted by Terry (1993)
- Initiate a comparison of the Terry (1993) framework to other successful types of conceptual framework or models used by themselves and/or other session participants

Background

Over a decade ago the faculty and staff of the University of Minnesota Extension Service began to adopt the use of a comprehensive leadership framework to assist in the development and delivery of leadership education programs and materials. We worked closely with University of Minnesota faculty and staff at the Hubert H. Humphrey Institute of Public Affairs, particularly the Dr. Robert Terry, who served as the Director of the Center for Reflective Leadership at the Humphrey Institute. In 1993 Terry authored, *Authentic Leadership: Courage in Action*. The book provided a broad review of existing leadership theory and scholarship, and then grouped the variety of different perspectives into a framework consisting of six major views of leadership. That same year, the North Central Regional Center for Rural Development published, *Leadership: Sustaining Action on Community and Organizational Issues*, a leadership education resource book based on the same Terry framework. A decade later Crosby, Bryson and Anderson (2003) used a similar framework in the development of materials related to leadership and community decision-making. Terry (2001) continued the use of the framework as he further summarized and explored concepts of leadership and the relationship with the concepts of authentic behavior, as well as leadership behavior in situations that are stable or chaotic.

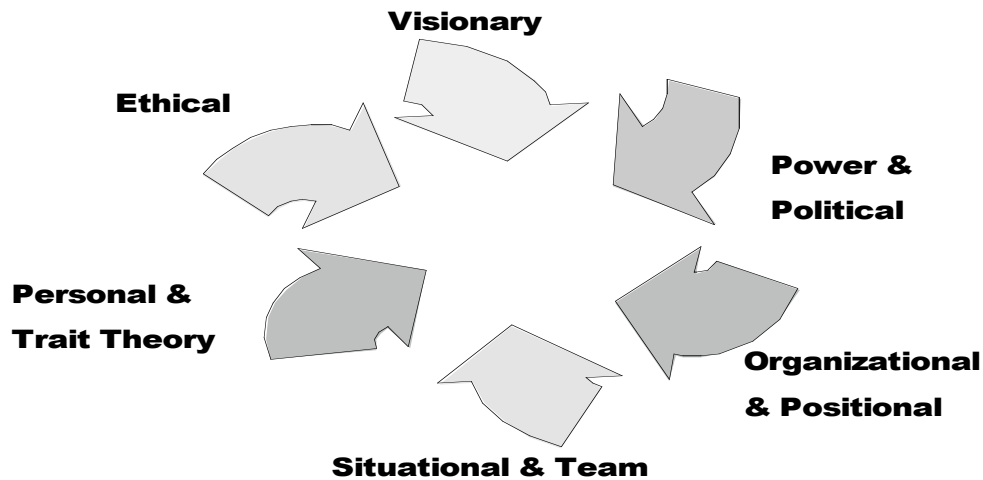
How it Works

Using the Terry framework, members of the University of Minnesota Extension Service - Leadership and Civic Engagement team have developed specific educational materials and activities that build upon the theory and scholarship connected with each of the six leadership views found in the Terry framework. By systematically reviewing leadership concepts using the framework, participants are able to identify where their particular leadership experiences,

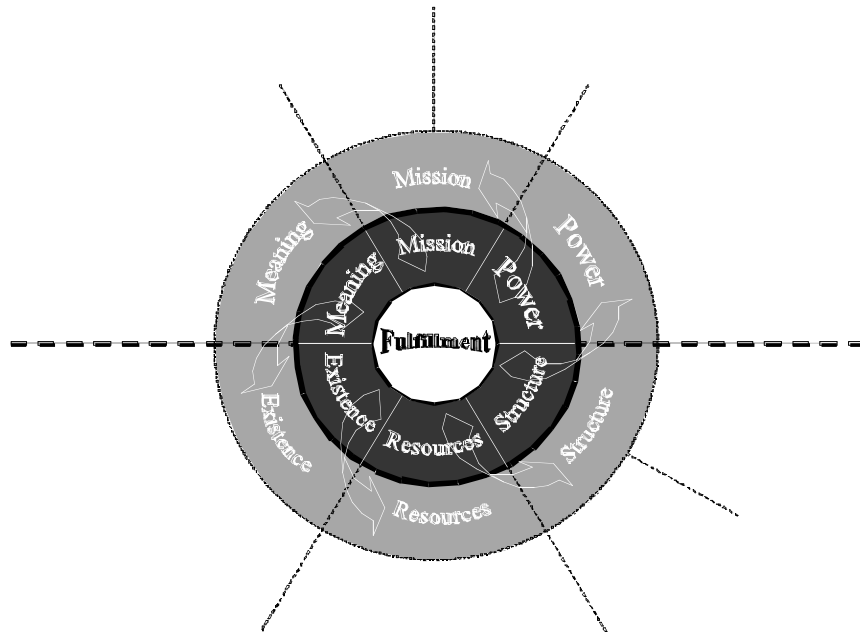
opinions and beliefs reside. The framework serves as a tool to help participants sort and examine the multiple leadership experiences they have and will encounter.

Materials and activities have been designed for each leadership view, and to support educational workshops ranging from four to twelve hours in length. Two graphic overviews and brief summary of the framework follow:

Views of Leadership



Authentic Leadership: The Human Action Wheel



Personal / Trait Theory Leadership Key concepts: Leadership is linked to biological and inborn traits - some people are born to be leaders, others are not, and/or everyone can lead, but their leadership behavior will vary depending on their personal style. Assessing personal skills, preferences, strengths and weaknesses, and understanding personal styles of leadership are part of this view. This is also the part of leadership that connects to the concept of **EXISTENCE** – addressing the question, “What is the history of the person, group/ community?”

Situational / Team Leadership Key concepts: Leadership is fluid, dynamic and changing – dependent on the needs of the group. Everyone has the potential to lead and to be a group member. The role of the leader is to help the group move to the desired goal by using different leadership skills/techniques at appropriate times. This is also the part of leadership that connects to the concept of **RESOURCES** – addressing the question, “What are the types of resources needed for success?”

Organizational / Positional Leadership Key concepts: Leadership is connected to organizational position and role. Leadership responsibilities differ among levels of the organization. Leadership can be defined by the behaviors, skills and activities exhibited by those in positions of organizational influence. This is also the part of leadership that connects to the concept of **STRUCTURE** – addressing the question, “What are the plans, processes and systems used to organize the work?”

Power / Political Leadership Key concepts: Leadership is connected to getting something done – initiating change. Leadership is viewed as (1) moving forward a personal agenda, and/or (2) the empowerment and engagement of others. Leaders must have the skills to work successfully in formal and informal systems, deal with power and conflict, build coalitions, etc. This is also the part of leadership that connects to the concept of **POWER** – answering the questions, “What is the level of commitment with those who are stakeholders?” and “What are the dynamics between those involved in this issue?”

Visionary Leadership Key concepts: Leaders help others to critically examine “the present” - and leaders provide a sense of direction for “the future”. Thinking outside of the existing system is encouraged – doing that which has not been done before is expected. This is also the part of leadership that connects to the concept of **MISSION** – addressing the question, “What is the purpose, direction or mission of what we are trying to accomplish?”

Ethical Leadership Key concepts: Leadership is concerned about “doing the right thing” - moving toward a beneficial end or common good. Leadership assesses why something should be done, what is to be done, and how to do it. Leadership engages followers in a respectful, voluntary and community-enhancing relationship. This is also the part of leadership connected to the concept of **MEANING** – addressing questions of, “What is at stake here?” and “What are the right things to do?”

Authentic Leadership Engaging in all of the above – being true to self and true to the world; leading to **FULFILLMENT** – understanding the honoring the promises made to all stakeholders.

The Terry framework serves as the “organizing template” for current leadership programs that are designed and/or developed by the University of Minnesota Extension Service. We are

intentionally transparent with the use of the framework. Frequently, during the first session of a multi-session leadership program, an overview of the entire framework is shared with participants. Then specific modules are used at subsequent sessions to more deeply explore each of the six leadership views. The theoretical model of the framework includes the concept that understanding and integrating all of the leadership views is required for effective leadership.

On some occasions modules are used independently if the content of a specific module matches the educational interests and needs of a particular group or organization. For example, an existing community-based leadership program might request that Extension conduct a half-day or full-day workshop on the topic of “ethical leadership” to expand upon or enhance a leadership education curriculum they currently use.

Results to Date

The Terry framework has proved to be a successful tool in developing and delivering leadership education to communities. The framework is broad enough to allow participants to integrate their unique leadership opinions and perspectives. It respects the life experience of the participants. As additional leadership concepts and perspectives are introduced and reviewed, the framework challenges participants to thoughtfully wrestle with their existing views of leadership. The framework is simple enough that people find it easy to understand and to remember the leadership concepts.

The framework is used as we design and develop the content for new Extension leadership programs, and also in consultations with other groups as they design leadership programs. The six core areas can be used as a systematic method to review the proposed leadership concepts and tools for a particular program and to determine if there are leadership perspectives that have been overlooked, over-emphasized or that should be added.

The framework is based on broad leadership concepts and is dynamic, easily allowing for the integration and inclusion of new scholarship and research, yet maintaining a base that builds upon previous scholarship, research and experience. Presently the University of Minnesota Extension Service is revising the core curriculum for U-Lead programs and the Terry framework continues to be the conceptual tool we are using to organize and update our leadership education materials. The revisions are anticipated to be completed by early in 2007.

Workshop evaluations, using a retrospective survey technique, find participants reporting positive changes in “their understanding of views and theories of leadership, and how those views interrelate” typically in the range of 30-50 %.

Conclusions

Using a consistent leadership framework that is scholarly-based has proven to be a valuable tool in leadership education. The breadth of the framework allows for a systematic examination of leadership perspectives, the respectful integration of participant life experience, opinions and beliefs regarding leadership, and a useful tool to clearly communicate leadership concepts. The framework is dynamic allowing for the inclusion of new and emerging scholarship while not requiring a restructuring of the framework.

References

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